

M-STEP 2016 English Language Arts



PRESENTED BY:
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ELA Updates (Grades 3-8)



- Limited administration of the Performance Task
 - Full administration once per grade band (elementary/middle)
 - One extended response item ("essay question")
 - PT and non-PT years have consistent points per Claim
- Listening-paper/pencil
 - Administered first to improve the flow and efficiency

ELA Updates (Grades 3-8)



- Smaller "footprint"
- Administration in "parts"
 - Listening and Reading paired
 - Selected-response, technology enhanced items
 - Short answer, constructed response items
 - Writing and Research paired
 - Selected-response, technology enhanced items
 - Short answer, constructed response items
 - Allows for well-defined breaks (including across days)

ELA Updates (High School)



- SAT-College Entrance Exam
 - Well-aligned to Michigan ELA Reading and Writing standards
 - No ELA Grade 11 M-STEP
 - Listening...local
- Work Skills Exam
 - ACT WorkKeys
 - Does not contribute to ELA score (same as 2015)
- PSAT-grades 9 and 10

Online Reading Test Layout



Miss Just Above
Logs, as they are now **stacked**, are stacked in huge piles at the **edge** of the forest. A logging truck takes them to the paper mill. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

Let's check back in that backpack....

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

Now, what about that special treat you found in that backpack?

Read the paragraph from the passage and the directions that follow.

Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, which is the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

What is the main idea of the paragraph?

- Cedar trees grow in a forest.
- Factories make pencils from cedar wood.
- Cedar slats are glued together with graphite in the middle.
- Blocks of cedar are cut into thin, flat slats so that pencils can be made.

Online Listening Test Layout



Please use your headphones to listen to the presentation.


What is the International Space Station?

Listen to the presentation. Then answer the questions.

Excerpt from "What is the International Space Station?" by NASA, from www.nasa.gov/audience/forstudents/4-8/stories/what-is-the-iss-k4.html, in the public domain.

Which statement **best** describes how scientists use the International Space Station?

- They learn how space stations can be built.
- They learn about what makes a good astronaut.
- They study the station to make plans for science labs.
- They study what happens to people when they live in space.


 Item Types:
Multiple Choice

Read the sentence from the passage.


After the graphite is set in place, two slats are glued together, sandwiching the graphite inside.

Why did the author use the phrase "sandwiching the graphite inside" in the sentence?

- ☐ to help the reader understand how we use a sandwich and a pencil
- ☐ to help the reader understand how a pencil is different from a sandwich
- ☒ to help the reader understand how an object is held in place between two items
- ☐ to help the reader understand how different parts of an item may be made of different things

 Item Types:
Constructed Response


What inference can be made about why the author includes the backpack in the passage? Support your answer with details from the passage.

 Item Types:
Select Text
(Evidence-based selected response)

This question has two parts. First, answer part A. Then, answer part B.

Part B

Click on **two** sentences from the passage that best support your answer in part A.

 ?

People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup.

Item Types:
Multi Select

Many items made from trees are used every day. Pick three details from the passage that best support this idea.

- ☐ Cedar trees are used to make pencils.
- ☐ Slats from a cedar tree are glued together.
- ☐ Graphite, or lead, is used to make marks on paper.
- ☐ A paper mill is where pulp is made from chipped wood.
- ☐ Syrup from trees is used to make candy and other treats.
- ☐ Trees that are cut down may be made into paper for books.

Item Type:
Matching Table

Click in the box next to each type of light to show which detail it **best** matches.

	Above one of the coldest places on Earth	Starts with a pale green light	Found all over the sky
Lights around the South Pole	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Light from Stars	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Northern Lights	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Claims-Targets-Standards



Claim 1: Reading
Target 4: Reasoning and Evidence
Standards: RL1, RL3, RL6, RL9

Claims-Targets-Standards

- Claim 1: Reading
 - 14 Targets
 - ✦ Targets 1-7: Narrative
 - ✦ Targets 8-14: Informational
 - ✦ Reading and Language Standards
- Claim 2: Writing
 - 10 Targets
 - ✦ Writing and Language Standards
- Claim 3: Speaking and Listening
 - 4 Targets
 - ✦ Speaking/Listening Standards and Language Standards
- Claim 4: Research
 - 4 Targets
 - ✦ Standards from all MI ELA domains

Claims-Targets-Standards Crosswalk

ELA Grade 3		
Claims	Targets	Standards*
Claim 1: Reading Literacy to comprehend a range of increasing/complex texts 7/14 informational targets 8-14: texts	Target 1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI.1*
	Target 2: Central Ideas Identify central ideas, key events, or the sequence of events presented in a text.	RI.2
	Target 3: Word Meanings Determine intended or precise meaning of words, including words with multiple meanings (academic/ter 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).	RI.4* L.4* L.4a-d L.5a*
	Target 4: Reasoning and Evidence Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits, first- or third-person point of view, theme; author's message).	RI.3 RI.6 RI.9
	Target 5: Analysis Within or Across Texts Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.	RI.3 RI.6
	Target 6: Text Structures and Features Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to ideas, inferences, explain, or connect information within text.	RI.5* RI.7
	Target 7: Language Use Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	RI.4 LS
	Target 8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI.1 RI.7
	Target 9: Central Ideas Identify central ideas, key events, or the sequence of events presented in a text.	RI.2

Using the Crosswalk in the Classroom

Claim 1: Reading

14 Targets


Targets 1-7:
Narrative

Targets 8-14:
Informational

Reading and
Language
Standards

3 Classroom Connections

1. Access to informational text
2. Increased text complexity
3. Experience asking and answering text-dependent questions

 **Access to informational text**

Claim 1: Reading

14 Targets

Targets 1-7: Narrative

Targets 8-14: Informational

Reading and Language Standards

Students need to read ***informational text!***


FREE Informational Text at meL.org

Kids

Scholastic BookFlix eBook K-8


Teens

Zines



All

Magazines & Newspapers

 **Increase Text Complexity**

Claim 1: Reading

14 Targets

Targets 1-7: Narrative


Targets 8-14: Informational

Reading and Language Standards

***Text complexity* needs to increase.**

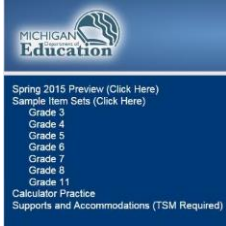
Teachers should be...	Students should be...
Choosing engaging books, passages, articles with content that matches standards	Reading short pieces of high level text
Asking students to dive back into the text to: <ul style="list-style-type: none"> Find patterns Clarify answers Explore author choices 	Re-reading with purpose
Posing questions at deep depths of knowledge related to the text	Asking and answering questions about the text
Taking time for instruction of academic vocabulary	Incorporating academic vocabulary into reading, writing, and speaking

M-STEP Online



- **80%** of Schools – Online
- **83%** of Student Population was Covered
- **3.8 million** Test Sessions
- **190,731** Sessions in a Single Day
- **97%** Participation Rate Overall

Be Prepared!



SAMPLE ITEM SETS

- ALL GRADE LEVELS, 3-8 + 11
- CAT ITEMS AND PERFORMANCE TASKS

[HTTPS://WBTE.DRCEDIRECT.COM/MI/PORTALS/MI/OTT1](https://wbte.drcedirect.com/MI/PORTALS/MI/OTT1)

Get Involved!



Please encourage the teachers in your district to participate on [DAS Committees](#).

www.michigan.gov/baa

"Assessment Committee Participation Application"

Context Review
Item Writing
Item Review
Data Review
Standard Setting

Stay Informed!



Sign up for weekly distribution of the *Spotlight*.

www.michigan.gov/baa

"Communications and Spotlight..."

Reach Out!



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Thank you!